DOCUMENT RESUME

ED 359 616 EA 025 049

TITLE	The Superintendents' Leadership Role in School-Based Improvement: Documentation of Colloquia of the 1990-1991 School Based Improvement Project.
INSTITUTION	Massachusetts Association of School Superintendents, Boston.; Massachusetts State Dept. of Education, Quincy. Office of Community Education.
PUB DATE	91
NOTE	68p.; For a report on the second year of the project, see EA 025 050.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Educational Change; Elementary Secondary Education; *Leadership; Organizational Change; *Professional Development; *School Based Management; *Superintendents
IDENTIFIERS	*Massachusetts

ABSTRACT

The School-Based Improvement Project (SBIP) is a joint venture of the Office of Community Education of the Massachusetts Department of Education and the Massachusetts Association of School Superintendents (MASS). SBIP is a multiyear professional-development initiative designed to help public school superintendents become effective leaders in promoting educational restructuring and school-based management in their schools. The project is composed of a colloquium series, support groups, peer coaching programs, and onsite leadership laboratories. This document highlights the presentations and workshops delivered during the 1990-91 colloquium series, in which participants engaged in small- and large-group sessions and roundtable discussions. The major themes of the colloquia included: (1) an introduction to restructuring and to the SBIP; (2) challenges to leadership in a changing world; (3) new models of leadership; (4) developing leadership in others; and (5) applications of superintendents' leadership. Appendices contain a list of the SBIP advisory committee members and their biographies. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED359616

THE SUPERINTENDENTS' LEADERSHIP ROLE IN SCHOOL-BASED IMPROVEMENT

Documentation of Colloquia of the 1990-1991

SCHOOL-BASED IMPROVEMENT PROJECT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. Raynolds, Jr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

EA 025 049

Office of Community Education
Massachusetts Department of Education

Massachusetts Association of School Superintendents

BEST COPY AVAILABLE

MASSACHUSETTS BOARD OF EDUCATION

James F. Crain, Gloucester, Chairperson
Raquel Bauman, Holden, Vice-Chairperson

John J. Gould, Boston
Willliam K. Irwin, Jr. ,Wilmington
Martin S. Kaplan, Newton
S. Paul Reville, Worcester
Richard R. Rowe, Belmont
Theodora A. Sylvester, Springfield
Frances M. Turner, South Egremont
Michael W. Walker, Brockton
Joan Wallace-Benjamin, Boston

Ex Officiis
John D. Cashman, Marblehead
Chairperson, Student Advisory Council

Piedad Robertson, Secretary, Executive Office of Education

Paul G. Marks, Chancellor
Higher Education Coordinating Council

Rhoda E. Schneider, Acting Commissioner
and Secretary to the Board of Education

Office of the Commissioner

Office of Community Education
Susan Freedman, Director
Barbara Aschheim, Community Education Specialist
Ross Zerchykov, Community Education Specialist

The Massachusetts Department of Education insures equal employment/educational opportunities/affirmative action regardless of race, color, creed, national origin or sex, in compliance with Title IX, or handicap, in compliance with section 504.

Publication No. 16940 9/91 Approved by David M. Thomas, Acting State Purchasing Agent

The Superintendents' Leadership Role in School-Based Improvement

Documentation of Colloquia of the 1990-1991 School-Based Improvement Project

December 6 and 7, 1990

March 22, 1991

April 30, 1991

May 31, 1991

cosponsored by

Office of Community Education
Massachusetts Department of Education

Massachusetts Association of School Superintendents

developed by

Office of Community Education
Massachusetts Department of Education

Susan Freedman, Director
Susan Alexander, Documentation Consultant
Ross Zerchykov, Community Education Specialist
Barbara Aschheim, Community Education Specialist

This publication has been made possible, in part, through a generous contribution from the Massachusetts Electric Company

TABLE OF CONTENTS

		PAGE
FORWARD		
I.	**Introduction to Restructuring and to the SBIP Program**	5
	o Susan Freedman *Overview of the Colloquia Program*	7
	o Dennis DiSalvo *Purposes of the School-Based Improvement Project (SBIP)*	9
	o Harold Raynolds, Jr. *Current Educational Realities*	11
II.	**The Challenges of Leadership in a Changing World**	13
	o Gladys Muniz Hannon *Leadership and Changing Society*	15
	o Richard Elmore *Leadership for Change: Superintendent and Restructuring*	17
	o Representative Mark Roosevelt *Education: A Critical Social Program*	19
III.	**New Models of Leadership**	23
	o Thomas J. Sergiovanni *Reinventing Leadership*	25
	o Peter Senge *Leadership and the Learning Organization*	28
	o Panel Discussion: *Leadership and Values in the Learning Organization* o George Counter o Roland Miller o Claire Sheff	32

		PAGE
IV.	**Leadership and Organizational Change**	35
o	Jerry Patterson *Leadership and Risk-Taking*	37
o	Chris Newell *Promoting Organizational Change within the Unique Setting of Schools: Strategies for Succes*	40
V.	**Developing Leadership in Others**	43
o	Jon Saphier *Shared Decision Making in the Larger Context of School Improvement*	45
VI.	**Applications of Superintendents' Leadership**	51
o	Susan Moore Johnson *New Models and New Approaches to Negotiations: Possibilities and Constraints*	53
o	Peter McWalters *The Union as a Partner in Restructuring: Lessons from Experience*	57
o	Willard Daggett *Curriculum for the 21st Century: Trends, Needs, Solutions*	59
o	Lee Hay *Leadership for Curriculum Change: District Level Strategic Plans and Building Level Empowerment*	62
	Appendices	
A.	SBIP Advisory Committee Members	67
B.	Brief Biographics of Speakers and Trainers	69

FORWARD

The School-Based Improvement Project (SBIP) is a joint venture of the Office of Community Education of the Massachusetts Department of Education and the Massachusetts Association of School Superintendents (MASS). SBIP is a multi-year professional development initiative that is providing 95 competitively selected public school superintendents with enhanced skills and knowledge that are enabling them to be effective leaders in promoting educational restructuring and school-based management in their school systems.

The School-Based Improvement Project is an outgrowth of a series of Working Meetings, held in 1989 and 1990, that were attended by over 150 school superintendents from across Massachusetts. These meetings, cosponsored by the Department of Education and MASS, explored the role of superintendents in school restructuring. Attendees concluded, based on their own experiences and national research and literature, that while the individual school is the **locus** of change and improvement, it is the district that provides the **context** for change. Superintendents concurred that school-based management and decentralization required **more, not less,** leadership from superintendents and that this leadership call for new skills, attitudes, and behaviors from superintendents.

SBIP was developed in response to superintendents' requests for information and support on school-based improvement and was funded in its first year through a grant from the Geraldine R. Dodge Foundation. Focus and direction for SBIP has been provided to the Office of Community Education of the Massachusetts Department of Education and MASS by an active Advisory Committee composed of superintendents, principals, teachers, higher education representatives, educational researchers, and Department staff. This Committee contributed to the design and ongoing programmatic decisions of SBIP and provided invaluable perspectives, wisdom, and referrals that greatly contributed to the strength and responsiveness of the project. A listing of the Advisory Committee can be found in Appendix A.

SBIP DESIGN

SBIP was designed with four major components:

- **Colloquia Series**
  All superintendents in SBIP participated in 1990-1991 in a two-day residential Colloquium and three one-day Colloquia that helped to expand their skills and knowledge regarding educational restructuring and that built a network of restructuring practitioners.

  Speakers and presenters at these sessions included state and national experts from education and business organizations as well as superintendents' colleagues from other states who were implementing major restructuring initiatives. This documentation summarizes the presentations and workshops that comprised the 1990 - 1991 Colloquium series.

- **Support Groups**
  Superintendents were offered the opportunity to join a support group that enabled small groups of colleagues to engage in problem solving and mutual consultation on realistic applications of restructuring. In 1990-1991, the support groups focused

on personnel issues, curriculum and instruction, and community relations. One group consisted of superintendents from school systems that have Carnegie schools. Each support group was led by an SBIP superintendent and established its own agenda, goals, and meeting schedule. Several groups worked on case studies developed by member superintendents and all groups engaged in extended discussions on pressing restructuring issues they were confronting in their districts.

- **Peer-Coaching Program**
  Fourteen pairs of superintendents have formed peer-coaching partnerships through which they will provide one-on-one assistance to each other on issues related to their restructuring efforts. Peer-coaching teams are receiving an orientation session on effective peer-coaching techniques and will be convened during the course of the project to share information and strategies.

- **Leadership Sites**
  Four school districts, whose superintendents are participating in SBIP, are being selected through a competitive application process to serve as laboratories that produce field-tested models of replicable practices that promote effective school-based management. These sites will engage in guided action research as they implement restructuring plans and will receive technical assistance and support from organizational development and educational consultants.

Documentation of the Colloquia Series

This documentation of the 1990-1991 Colloquium Series presents highlights of the presentations and workshops delivered during the Series. SBIP was launched with a two-day residential colloquium in December, 1990, which was followed by three one-day colloquia in March, April, and May, 1991. Superintendents participated in large and small group sessions, with many presenters engaging participants in roundtable interactions during the course of plenary workshops. Brief profiles of each of the presenters can be found in Appendix B.

This publication takes a few liberties with the order of the presentations in order to provide the six major strands of the Colloquia. These strands include:

- Introduction to Restructuring and to the SBIP Program
- The Challenges of Leadership in a Changing World
- New Models of Leadership
- Leadership and Organizational Change
- Developing Leadership in Others
- Applications of Superintendents' Leadership

This documentation is offered to enable school superintendents and others an opportunity to benefit from the wisdom and insights of the presentations as they consider their own approaches to leadership and restructuring.

Acknowledgments

We are very grateful to the 95 superintendents who are participating in SBIP for their enthusiasm for its components and for their commitment to ensuring that SBIP continues to advance the frontiers of restructuring practice. Superintendents have been very generous with their feedback on SBIP programming and have made significant contributions to its direction and focus.

We also thank Virginia DeMello and Louise Lunde for their patience in developing successive drafts of this documentation.

I. INTRODUCTION TO RESTRUCTURING AND TO THE SBIP PROGRAM

INTRODUCTION TO SBIP

Susan Freedman, Director
Office of Community Education
Massachusetts Department of Education

OVERVIEW OF THE COLLOQUIA PROGRAM

This Residential Colloquium launches the School-Based Improvement Project (SBIP) and will be followed by three one-day Colloquium programs in the winter and spring. These programs will be sequential and will help to develop a network of restructuring practitioners.

All superintendents participating in the School-Based Improvement Program will be asked to attend the Colloquia. The Colloquia represent the "core curriculum" of this professional development program. SBIP is starting with a residential session in order to:

- o Give a strong impetus to the development of collegiality and networking among superintendents.
- o Set the broadest possible context for the initiation of the project.
- o Provide an immediate and practical set of professional growth experiences.

We hope to accomplish these goals through an agenda that:

- o Helps superintendents to become more reflective about their own leadership skills, with the understanding that restructuring begins at the top and requires strong leadership from superintendents.
- o Emphasizes the two master concepts of the project:
    1. **Leadership skills** for superintendents.
    2. **Organizational change:** Making the organizational change in school districts that leads to school improvement.

Year II will move from building a knowledge base to problem solving. We will take a "clinical" approach that will focus on the issues that emerge as superintendents engage in their local restructuring efforts.

Year III will continue in a problem solving mode, with superintendents sharing their expertise and serving as resources to each other.

OTHER COMPONENTS OF SBIP

This "Core Curriculum" of colloquia will be enhanced by three "elective" components in which superintendents may choose to participate:

- **Support Groups**

  The Support Groups will provide a small group forum for superintendents who want to explore specific issues related to restructuring and would like to share information, strategies, barriers, and promising practices. Each group will be chaired by one of the participating superintendents and will have a facilitator who will be a resource to the group.

- **Peer-Coaching Program**

  The Peer-Coaching Program will provide an individualized opportunity for superintendents to be resources to each other in connection with their restructuring experiences. Teams of peer-coaches will meet together initially for an orientation and later to share information on strategies that have been helpful.

- **Leadership Sites**

  Leadership Sites will be selected in the Summer and will be provided with technical assistance that supports their superintendents and central office staff as they implement their restructuring plans.

WELCOMING REMARKS

Dennis DiSalvo, President
Massachusetts Association of School Superintendents

PURPOSES OF THE SCHOOL-BASED IMPROVEMENT PROJECT (SBIP)

As a result of their participation in SBIP, superintendents will have the opportunity to:

- Develop and strengthen their leadership skills
- Support and learn from each other
- Develop a network of restructuring practitioners
- Build a knowledge base
- Promote reflective practice in their school systems

VALUES OF RESTRUCTURING

The underlying values of restructuring are that:

- All children can learn
- The individual school is the unit of improvement
- Decision-making is inclusive and shared
- Restructuring requires superintendents to exert strong leadership in:
  - creating conditions for restructuring
  - establishing a climate for change
  - preserving equity and communication

ASPECTS OF RESTRUCTURING

It may be useful to think of restructuring as an attitude, a process, and an organizational framework for exercising leadership in school systems.

As an attitude

Restructuring can be characterized by an openness to change and a reflective perspective on practices.

As a process

The change process of restructuring is characterized by:

- o A vision of why change is necessary
- o Involvement of all constituencies and stakeholders in determining how change will take place
- o Increased authority and resources for those closest to students

As an organizational framework

A restructured school system has:

- o A shared vision
- o An inclusive and participatory governance structure
- o Flexible, student-centered school organization and policies
- o Methods of curriculum and instructional delivery that recognize diversity
- o Expanded professional roles for teachers

FINAL NOTE: A WORKING DEFINITION OF SCHOOL-BASED MANAGEMENT

To effect changes that meet all students' needs, schools require increased flexibility, authority, and control over resources. This "school-based management" has the following characteristics:

- o More educational decisions are moved down to the school level.
- o Individual schools design programs and services consistent with system-wide goals for educating students.
- o School develop practices to address local needs; no single, ideal model exists.

A CONTEXT NOTE: RESTRUCTURING FOR WHAT?

Harold Raynolds, Jr.
Commissioner of Education
Massachusetts Department of Education

CURRENT EDUCATIONAL REALITIES

Recent studies make a case for the reasons we are here, the importance of our activities, and the opportunity this project presents.

- The schools are serving 20% of their students well.
- The institution of schooling has a formidable capacity to resist ideas and change.
- Public schools are part of developing and sustaining a two class society.
- Massachusetts' assessment tests showed that 24% of the student population reached an understanding which comes close to mastery.
- In public schools, 53% of the decisions are made at the "top" and are imposed upon schools.

LOOKING AT EDUCATION AS A PROCESS OF "CONTINUING IMPROVEMENT"

We borrow the concept of a "continuing improvement process" from enlightened practices in industry. These practices in companies are based on the realization that problems do not stay solved, that yesterday's solutions can become today's problems, and that continual monitoring is needed to determine whether what is being done is working. This monitoring and assessment data provides a feedback loop of information that enables the organization to improve continually and to discontinue that which is not working.

In education, we do not always do this. In fact, if we are failing to meet our objectives our tendency is, all too often, to try harder to do the same things that didn't work in the first place. Grade retention is a good example. The evidence, the "feedback loop," suggests that retention leads to school failure and dropping out. Yet, many schools use more grade retention in an effort to stem a rising drop out rate.

Why is this? One reason could be that the people on the front line, those dealing with students, do not feel free to try something new or different.

BETTER SERVICES FOR STUDENTS IN "ACTIVATED SCHOOLS"

The goal of restructuring and school-based management can be visualized as "activated schools." An activated school is one in which teachers and administrators feel empowered and encouraged to use their professional knowledge and the evidence of what works to promote the optimal state of personal, social, physical and intellectual development for each student.

An activated school:

- Is alive, vibrant, with a deep commitment to validating each child
- Is committed to the most fundamental value: that all children can learn
- Has teachers and students learning and working together
- Has a variety of learning environments
- Views learning as a cooperative enterprise
- Views learning as contextual: students acquire skills and knowledge as they solve problems
- Is a locus of advocacy for the child
- Provides teachers with the time and flexibility for collegial contacts.
- Provides teachers with significant, validating support

CONCLUSION

Restructuring is not the same as pedagogical transformation; it does, however, create the necessary conditions for that kind of transformation.

School-based management - or more self-determination at the school building level - creates conditions for school-based improvement and renewal.

II. THE CHALLENGES OF LEADERSHIP IN A CHANGING WORLD

LEADERSHIP AND A CHANGING SOCIETY

Gladys Muniz Hannon, President, CARA Inc.
Former district superintendent, New York City Schools

THEME

Social change which anticipates a majority number of minority students in many schools requires new traits in leaders.

HIGHLIGHTS

Society is changing rapidly. All of our school districts will resemble our present urban centers: they will have a majority-minority. There will be more minorities in schools and a growing disadvantaged class. One indicator is the shrinking middle class which is having only 1.5 children per family.

Further, the data on our public school systems shows clearly that schools are not serving all children:

- The dropout data in Massachusetts suggest that minority youngsters are being underserved.
- Advanced majority and minority students are not scoring well when measured against their counterparts in other industrialized countries.

State education departments have started to act:

- State takeovers of bankrupt districts
- Curriculum realignment
- State requirements of annual assessment reports by school districts

The business community is disenchanted and dissatisfied with educators.

The role of the superintendent is critical in responding to these issues.

- What traits are most appropriate for providing leadership in the restructuring process?
- What characteristics and behaviors best enhance this effort?

In studying leadership for improving schools, the metaphor of home improvement is helpful. Although outsiders may comment that a house needs work, undertaking a change in the home only occurs when the occupant is dissatisfied.

When one engages in home improvement, whether it be the kitchen or the bathroom, for example, it is messy, unsettling, a nuisance, inconvenient, and takes longer than expected. It causes disharmony and bad tempers in the home and may lead to anger and frustration. So it is with restructuring!

Our task is to identify the traits that leaders need to maintain a sense of direction, promote creativity and resourcefulness, and foster participation in and enthusiasm for the restructuring process.

LEADERSHIP FOR CHANGE: SUPERINTENDENTS AND RESTRUCTURING

Richard Elmore, Professor of Education
Harvard Graduate School of Education

THEMES

- What are we trying to change, and why?
- How does organizational change affect student outcomes?

HIGHLIGHTS

Three "broad pressures" on public elementary and secondary education

Broad economic, political, and social pressures on education are creating the expectation for change - even for a fundamental restructuring. They also create the necessity for thinking about the relationship between school organization, teaching, and learning.

I. Economic Pressures

The criterion that industrialized societies use to measure the success of schools and their organizational system is the capacity of schools to prepare people for a productive economy which provides the standard of living society expects for its citizens. This is the source of the fundamental relationship between elementary and secondary education and the economy.

Economists and corporate America are concerned that we are heading toward a decline in our standard of living and our position in the international economy for two reasons:

- The major source of our economic growth over the past decade and a half has been the willingness of women - who have traditionally been out of the labor force - to finance growth by taking lower premiums in return for their work. This source is going to disappear.
- Our only remaining piece of undeveloped economic capacity is in the population of children whom schools have traditionally failed. Society can respond to its desire for an increased standard of living only by broadening opportunity and marrying economic self-interest with the social pool.

II. Political pressures

Fifteen to twenty states have adopted takeover laws designed to replace local education authority. State policy makers are questioning traditional ways of organizing public education and challenging the prerogatives of school committees, superintendents, and collective bargaining contracts. These takeovers have two roots:

- The lack of responsiveness of administrative and organizational structures in education

o The unwillingness of educators to address questions about change in their organizations and about more ambitious conceptions of teaching and learning.

III. Social pressures

Many changes are taking place in the social environment of schools: changes in family structure, in the diversity of students, and in the policies with which the nation addresses diversity in the schools. It is no longer possible, for example, for public schools to say to non-English speaking students: "Your language is your problem, not our problem."

It is easy to talk about social diversity as if it were only a problem of race and class. Yet, only 25 years ago the single best predictor of whether or not a person was going to be poor was whether the person was over 65. Today, the single best predictor is whether that person is under ten.

Regardless of race and class, children are the population at greatest risk in American society. Schools have a responsibility to help them. Because children's needs as they relate to a changing family structure are not particularly correlated with race, schools with middle-class populations probably will soon be confronting many of the same kinds of problems as exist in urban systems.

The imperative to restructure

Public education management has traditionally been considered an impossible task. Organizations respond to impossible work by redefining either the objectives or the technology for accomplishing that work. I am advocating reorganizing and redefining the technology - the way teaching and learning is carried out. But it will not be easy to do. Students and teachers will resist it, parents will not understand it, and we will have to transform the way schooling works.

American education has become impenetrable to fundamental alteration of the technical core of schools. There is less than a 10% likelihood that restructuring can impact the core technology of education. We have done it to ourselves: by the dismal quality of educators, by the way we have made policy, and by the way we managed.

Why school-based management is an essential aspect of restructuring

Top-down change will not work. All too often in the past, educational change efforts proceeded without consultation with the implementors. We have made the classroom, the teacher, and the school almost genetically resistant to any attempt to fundamentally alter what goes on - and for very good reasons. People have learned in classrooms to protect themselves against bad ideas. They have learned it so well that they are now resistant to good ideas. One of the things we must do to this system is to soften it up: By letting people at the work site - the school - make more of the decisions that matter, we can soften the resistance to change.

EDUCATION: A CRITICAL SOCIAL PROGRAM

Representative Mark Roosevelt, Co-chair
Committee on Education, Arts, and the Humanities

THEMES

The generational compact in this country is broken.

There is a desperate need for leadership and truth. The American economy is in decline and has been for twenty years.

Politicians must acknowledge publicly that our education system is not doing enough to prepare our children to compete in the world's global economy.

Education is **the** social program that matters most. Education is the national defense of the 1990s.

HIGHLIGHTS

In American, we are emerging from a decade that has been hailed nationally as one of educational reform. It also has been the most prosperous decade in Massachusetts. However, this fall, the state Legislature's Committee on Education feels obligated to produce a comprehensive education reform package in order to improve the way we pay for and provide educational services.

A fundamental issue is that the generational compact in this country is broken.

Our national leaders have been misleading us. The American economy is failing to grow as it has in the past. We are dividing a smaller pie and fighting harder for "our fair share."

The public appears complacent because our leaders have not acknowledged how serious the problem is. They avoid telling us the truth. This **must** change.

Statistics and Facts

1. Only 20% of Massachusetts' voters have a direct stake in public education.

2. Since 1970, the real wages of the average high school graduate - the non-college educated average American - have dropped 28% (p. 28, **Agenda,** Spring, 1991). The real wages of non-high school graduates have declined 42% since 1970. The one area in this country in which we fail the most is in educating the non-college bound for jobs in the new emerging global economy.

3. We are now losing jobs to higher wage, higher skilled workforces. Most Americans do not understand this fact because our national leaders choose not to acknowledge it. If we ask ourselves to whom America loses the most jobs, most would respond: low skilled, low wage countries.

This situation is no longer true. When Motorola, for example, locates a $600 million semi-conductor chip manufacturing plant in Japan and pays the workers higher wages than it would in Massachusetts, it is paying more for better trained workers. The company does not need to retrain or re-educate these employees.

4. American companies increased their investments abroad by an astounding 17% last year, while increasing their American investments by slightly more than six percent (p. 26, "The Real Economy," **The Atlantic Monthly,** February, 1991). The largest employer in Malaysia is General Electric. The largest exporter of computers from Japan is IBM. One of the most socially responsible businessmen in Massachusetts, Arnold Hiatt, CEO of Stride Rite, increasely plans to invest overseas to employ better trained workers. Our economic malaise has much to do with the fact that successful corporations look to places other than the United States to hire workers.

5. Federal funding to train and retrain workers plummeted by more than 50 percent during the 1980's from $13.2 billion to $5.6 billion. Industry, meanwhile, spends $30 billion a year on the formal training of employees (p.50, "The Real Economy," **The Atlantic Monthly**, February, 1991). When a business reviews its hiring choices, it finds that the available workers do not meet its needs. These circumstance have enabled the business community to gain a far greater appreciation for the value of education than perhaps any other sector of our society.

6. During the 1980s, only the top 30% of Americans emerged better situated financially than they were at the beginning of the decade (p. 19, **America's Choice**) and only the top 1% emerged significantly better. The average family income of the latter group of our population grew so significantly that in 1990 it rose to $875,200.00 nationally, and $1,033,000.00 in Massachusetts.

The Focus of a Solution

A. Our nations' leaders must pay a political price for sacrificing and mortgaging this country's future.

   1. During the 1980's Massachusetts did not set priorities. It increased budgets across the board, trying to give everyone everything. When we look at the last twenty years in this counry, they validate deTocqueville's prediction that: "There will come a point in the histroy of American democracy when the people will vote themselves so many benefits, and be unwilling to vote themselves the necessary funds to pay for them, that American democracy will collapse upon itself."

   2. Cuts in education are taxes. They are taxes on our children to pay for current consumption.

   3. When Massachusetts spends 30-50% more on human services, but 10-30% less on education than other states, it is making a value judgment.

   4. Increasingly, what one earns is a product of what one learns. The gap between those with and without a high school education, and between those with and without a college education, has increased dramatically. In 1980, college graduates earned twice as much as high school graduates; now they earn four times as much.

5. Politically, Democrats needs to understand that **education is our most critical "social program." Also the most successful.** We must remember a well known parable from the Bible, "...if you give a man a fish he can eat for a day. If you teach him to fish he'll eat for a lifetime."

   Republicans need to recognize that **education is the national defense of the '90s.** The threat to this country's future as a result of its declining economic status and the emerging global economy are far greater than that represented by "sputnik" in the late 1950's.

B. **The Committee on Education, Arts, and the Humanities.** We are forming task forces to closely examine reform options in the following areas: governance and system management, finance, accountability and curriculum, early childhood education and development, and school to work/vocational education issues. Our plans for increased funding depend on people joining us in addressing these issues.

III. NEW MODELS OF LEADERSHIP

REINVENTING LEADERSHIP

Thomas J. Sergiovanni, Lillian Radford Distinguished Professor of Education
Trinity University, San Antonio, Texas

THEME

America's school management style does not take into account the human dimension. There is a need to reinvent a concept of leadership that is based on a community of values.

HIGHLIGHTS

Two Metaphors for Running a School

1. Running a school is like operating a railroad. First, you need a specific, fixed destination. Then, you need to calculate how to get there, carefully planning your schedule and stops to ensure that you arrive at the expected place and on time.

2. Running a school is like trying to move a giant amoeba from one side of the street to the other. The administrator's job is to keep the amoeba together, pulling here, pushing there, patching holes, supporting the thin parts, and breaking up logjams while moving it to the other side.

We live in an amoeba-like world, but we have a theory of management and leadership for operating a railroad.

The Old Management Recipe: Expect, Inspect, and Reward

The standard leadership recipe has been based on two kinds of authority:

1. **Bureaucratic authority** based on hierarchy and rules The bureaucratic model seems like the essence of rationality:

   - State your goals.
   - Decide what needs to be done to achieve these goals.
   - Translate work requirements into role expectations.
   - Communicate these expectations in the form of a job description.
   - Train people to fill these job descriptions and put them to work.

   The bureaucratic model can be summed up in the following rule of thumb: "Expect and inspect."

2. **Psychological authority** based on rewards. What gets rewarded gets done:

   - Work and compliance are exchanged for rewards.

- Leadership styles and personality are emphasized over leaders' ideas or what they stand for.

- The role of leadership becomes manipulative, exchanging what people want for work the leader wants.

This is the system of motivation we are now using in our schools. But what happens when the rewards are not available?

Response to the Old Management Style: Become Subordinates

At appropriate times, both the bureaucratic and the psychological recipes are useful in leadership practice. People respond to them, however, by becoming subordinates who do only the expected in a perfunctory, routine way. Their commitment to work depends on rewards: No rewards, no work.

Workers perform because of the leaders' position or "style." The old recipes of management and leadership cannot inspire extraordinary performance.

The New Management Recipe: What is Rewarding Gets Done

1. Action orientation

   Leaders need to relinquish preconceived definitions of roles, rules, boundaries, and job descriptions. They need to proceed by intuition and hunches. Take chances: "You only find oil when you drill wells." If you do not strike oil, cut your losses, try again, and keep going.

2. Followership and moral authority: The basis for leadership

   The challenge of leadership today is to motivate people to transcend their role as subordinates and to strive for excellent and committed performance. Exemplary performance is built on self-management, without rewards or monitoring. The leadership practice needed to inspire excellent performance is the building of "followership."

   Schools need a moral purpose; they are sacred places. In followership, the leader's ideas are emphasized; the person is irrelevant. Followers follow ideas, not people. Ideas sit at the apex of the organization. Principals, teachers, parents, and students serve the ideas.

   Organizations united by shared values do not have CEO's who sit on top. The superintendent is a follower, too, not a CEO. If you want to be a leader, you have to figure out how you can become the "head follower." Leaders need to be followers first, committed to the shared values. The leader is the one who best serves the ideas. Developing followership is the goal of leadership and our major challenge.

3. Professionalism as a virtue

   Leaders help people become followers of beliefs and values. These values are embodied in a convenant or social contract that creates the school as a community.

In this community of shared professional values, the action of administrators, teachers, parents, hall monitors or custodians are free, but bounded by the shared, collective values. "What we believe in and feel obligated to do in the course of our moral commitment to professional responsibilities gets done."

4. Leadership as outrage

The ideas drive us. When practices fail to live up to ideas, the leader is outraged and kindles outrage in others in the community. Nothing could be further from the truth than the traditional conception of the leader as one who does not show emotion and always is in control.

5. Community-building: Three principles of leadership based on moral authority

Three conditions enable schools to become communities:

1. Members of the school community must build a convenant of shared values, reciprocal obligations, and commitments that bond people together in a social contract.

2. They must view empowerment as an obligation, commitment, and responsibility to the school as a community, rather than as freedom.

3. They need to understand collegiality as a form of virtue, differentiated from congeniality. Collegiality exists when like-minded people are bound in a common commitment to shared goals. Congeniality is the loyalty and trust engendered when people like each other.

From Organization to Community: Transformational Leadership

Taken together, these three principles of community-building are the ultimate task of leadership and the means for transforming a school from an organization to a community. The driving force of a community is its values and purposes. When schools become communities, they are built on a covenant of shared values, understood as duties and obligations.

Communities are committed to exemplary practice toward valued social ends. In a community, concern is not only for one's own practice but also for the practice of teaching itself. Communities exemplify competence and virtue. When schools are communities, they are no longer driven exclusively by the requirements of hierarchy and the clever use of leadership psychology. A new kind of authority emerges -- moral authority. This is the real basis for leadership.

Conclusion

Membership in a professional community builds commitment and self-management. For example, although superintendents have more autonomy than their staff, they still work long and hard hours even though no one is constantly looking over their shoulders. Why? Because the work itself is rewarding. Teachers and other staff are no different. "Notice that others are capable of responding to that to which you respond."

LEADERSHIP AND THE LEARNING ORGANIZATION

Peter Senge, Director, The Systems Thinking and Organizational Learning Center
MIT Sloan School of Management
President, Innovation Associates, Framingham, MA

THEMES

- Characteristics of effective organizations
- Functions of leadership in building effective organizations

HIGHLIGHTS

Inadequacies in the Prevailing Management Model

Our most basic drive is to learn: children are born with an intrinsic joy in learning. Their learning occurs naturally; no one formally teaches them. Our 200 year old industrial model of schooling is fundamentally contrary to this dimension of human nature. It destroys the basic drive to learn. An industrial model of schooling promotes and rewards error free performing, not learning. And yet, without mistakes no learning occurs. Similarly, our prevailing management system, with its roots in the industrial model, contradicts human nature and destroys initiative.

Characteristics of Learning Organizations

Learning is often thought of as the ingestion and replaying of information. Learning, however, is really about "the enhancement of capacity" to act and to keep on learning.

"A learning organization" is a group of people - a team - that develops an extraordinary capacity to achieve its desired results, both in its products and in the quality of the process used to attain them.

The qualities of "Extraordinary Teams" are:

- Purposefulness
- Excitement
- Commitment
- Trust
- Alignment/Collective Energy: Each person's contribution is important. Diversity is harmonized. Everybody's energies are focused in the same direction.
- Collective Intelligence: The teams are more intelligent than the sum of the individuals who comprise them.

Teams do not begin with these capacities; they have to learn how to build them. All organizations need to develop the understandings, skills, and knowledge that more reliably create this capability.

Leadership in Learning Organizations

The leader's role is to:

- o Build the organization
- o Nurture leadership in others by sharing the responsibilities of leadership
- o Leave the organization stronger and more capable than when s/he found it

The "Five Disciplines" Required to Build a Learning Organization

1. **The Discipline of "Personal and Collective Commitment"**

   This kind of commitment is a lifetime's work.

2. **The Discipline of "Building a Shared Vision"**

   - o Learning organizations are comprised of learning individuals.
   - o The source of a shared vision is "Personal Mastery." Strong individuals who have their own vision provide the foundation for a learning team. The team emerges when these individuals' visions are shared and modified in the course of a dialogue that produces a common vision.
   - o Groups of people form and share a picture of the future they seek to create through continual inquiry about what they are envisioning.
   - o A vision is critical for interpreting current reality, but it is not enough.

3. **The Discipline of "Mental Models"**

   Mental models are internal pictures/representations that our minds form from our observations. We use them to interpret and make sense of the world. We treat these abstractions as if they are reality or data. But they are not the reality itself. They are only our interpretations of the reality.

   The complexity of current problems requires the building of a shared understanding, a shared interpretation of reality. This shared understanding, in turn, has implications for the exercise of leadership in organizations.

   In the conventional model, leadership is exercised by forceful advocates who believe they understand what needs to be done to solve problems and who tell people what to do. In a learning organization, leadership is practiced not through advocacy alone but also through collaborative inquiry. Collaborative inquiry brings assumptions to the surface and produces a shared search for common meanings that leads to shared mental models, such as "all children can learn."

4. The Discipline of Team Learning

In team learning, groups of people learn to engage in a dialogue in ways that surface their mental models and assumptions.

Dialogue is the capacity to think together, to originate ideas collectively. Dialogue enables groups to converse in ways that reveal members' mental models and assumptions about the world so that these models can be shared, adjusted, and continually improved.

All too often in our organizational settings, however, we have lost the capacity for dialogue. Instead of having a dialogue, we have a discussion. "Discussion" comes from the same root as "percussion" and "concussion" and literally means "to heave one's views at one another." A discussion is always a game of win or lose - the prevailing opinion is the one left on the field once the battle is done.

Discussion is not always bad and dialogue is not always good. Discussion is often very important for making decisions, particularly when there is a time pressure. But without the enrichment of dialogue, collective learning will rarely occur.

5. The Discipline of Systems Thinking

Systems thinking integrates all of the other disciplines. It means perceiving the larger system within which we operate. This discipline is critical because the major threats to our survival now are slow, gradual processes, such as the arms race, the environmental predicament, and the erosion of a society's educational system, as opposed to sudden, dramatic events. To understand these processes, contemporary civilization needs a perceptual reorientation.

To build a learning organization all five of these disciplines must be developed as a whole.

Other Observations

- Individuals can focus on the long-term, even when they are in crises, if they care deeply enough about something which can only be achieved in the long run.
- In the education world we need to visualize images of how education could be for our children and then to "paint" these pictures in ways that excite others. We need to ask: What are the fundamental types of skills and capabilities that a citizen of the 21st century will need?
- Good ideas are powerless for organizational change if they conflict with the prevailing mental-models held by people within the organization.
- "Scenario planning" develops the capability to work with mental models and, thus, to think differently about one's world. It is designed to help people recognize that their mental models are not reality and to help them to think about multiple, possible futures.
- In turbulent, unpredictable conditions, the best response is to increase local control so that flexible responses appropriate to local circumstances can be created.

- The challenges of coordination and control are no longer possible through traditional management mechanisms of planning and budget.

  Control is managed through learning. The management role in a complex, locally controlled system is to create learning processes in which people's perceptions and understanding of their world and how it operates are similar. Fostering the sharing of mental models enables organizations to operate with a high degree of both autonomy **and** coordination.

- The problems in education are divergent.

  Educational problems have no simple or right answers because they require seeing issues from multiple points of views, identifying trade-offs, and making choices while continually remaining open to discovery of errors in one's reasoning. Leaders share and enrich people's understanding of the educational world so they can create their own right ways.

- Systems thinking is about understanding how our actions are creating our reality.

  We have created the educational structures and conditions that fragment knowledge and separate schooling from the community. Similarly, **we** can integrate knowledge and connect schools to the community.

PANEL DISCUSSION: LEADERSHIP AND VALUES IN THE LEARNING ORGANIZATION

PANELISTS: **George Counter, Superintendent, Holyoke**
Roland Miller, Superintendent, Lenox
Claire Sheff, Superintendent, Hull

MODERATOR: **Harold Raynolds, Jr., Commissioner of Education**

QUESTIONS

Each panelist was invited to respond to the following questions:

1. As an educational leader, what are your values in the context of Peter Senge's model?

2. How do you build a followership for those values in your school system? What processes do you use to build a foundation of shared values?

3. What do you do when circumstances or the values of other constituencies in your school system contradict your values?

GEORGE COUNTER

Core Values

1. Schools exist for children.

   To retain that focus, we as leaders need to restructure our teachers, ourselves, the industrial model of schooling, and our systems.

2. As a nation and a profession, we need to stand up for diversity and pluralism.

   We need to include everyone as part of the team. We need to transcend the attitude, in urban districts, that children of color and limited language ability cannot contribute. As we look at the future demographics of our school population, we need to introduce this factor into our mental models of what schooling will be like.

3. Teachers need to become mentors and coaches.

   The teacher who facilitates, mentors, and coaches learning can help students become part of the learning dialogue.

Other Observations

We have to pay attention to the issue of teachers' job security and insecurity. How does the lack of security impact on Senge's model of building commitment, shared vision, shared mental models, team learning, and perceptual reorientation? How can we accomplish these ends while we are facing the fact of job insecurity?

ROLAND MILLER

Core Values

1. The classroom should be a reflective community of learners.

   This core value is analogous to Senge's "climate of inquiry." Most of us come with the deeply internalized mental model of teacher as knower and dispenser of information. This model is in conflict with the model of building a shared vision of an inquiring classroom, an internalized sense of the teacher as a learner, and teaching as an act of inquiry. How do we proceed with this conflict?

2. A commitment to equal opportunity.

   This value is based on the premise that every child can learn. It is embodied in practices that reflect high expectations for all children. But until this value is addressed genuinely at the societal level, there is a conflict of mental models between educators who are committed to equal opportunity and the larger society.

3. The school is a collegial community.

   This value is compatible with Senge's concept of team learning and the learning organization. It is not compatible with the structure of teaching that is characterized by isolation, autonomy, and lack of opportunities to practice collegiality.

CLAIRE SHEFF

Core Values

1. Respect for individuals.

   Practicing this core value means genuinely listening to staff, community members, and students.

2. The highest quality education is based on research, high standards, and expectations.

   This value means rejecting the "comfort of the familiar." It means not continuing to do something simply because we have always done it this way. Practices must be based on explicit values and on a knowledge base.

3. Equal access to educational opportunity for all students.

   In practice this means that we will not fail, retain, and track children irrevocably.

4. Shared ownership of the schools with the community.

   I am not the owner of the schools and the children in them are not mine. They are the community's schools and children.

5. Ongoing professional development.

   Providing for professional development is an absolutely necessary ingredient for effective change.

Other Observations

- After creating a clear agenda, my responsibility is to institutionalize changes through the action and commitment of others.
- I view my role as raising the level of discussion within the community, focusing that discussion on a vision of what is best for children, selling that vision to others, and teaching others the knowledge necessary to move toward the vision.
- If we want teachers to become the coaches, and students the workers, then superintendents also need to become mentors and coaches.
- To "create capacity," in Senge's phrase, while simultaneously keeping the organization running, our administrators and teachers, as well as the Chief Executive Officers, need new skills.
- We are educators as well as managers and leaders.
- The paradox is that we come from a hierarchical institution, but are trying to be transformational leaders.

IV. LEADERSHIP AND ORGANIZATIONAL CHANGE

LEADERSHIP AND RISK-TAKING

Jerry Patterson, Superintendent
Appleton Area School District, Wisconsin

THEMES

- The fundamental task of superintendents in the next decade is to address the culture of the school system.
- To survive, thrive, and move forward in the current reality, school districts must be value-driven.
- Risk-taking should be supported to improve the organization.

HIGHLIGHTS

Bias 1: School districts should be value-driven.

Successful school districts will be value-driven with a shared commitment to these values. While they should attend to outcomes, they should not be outcome-driven. If they are, the nature of the means will be subordinated to the ends. When districts are quality driven as a process, outcomes fall in line.

1. Our challenge and commitment is to shape a shared vision of the school system's fundamental beliefs and then monitor the congruence of our practices with our beliefs.
2. Our primary mission is to build a sense of community that:
   - Acknowledges diversity
   - Honors each person's legitimate point of view
   - Proceeds to act on common values
3. Superintendents often must meet apparently competing requirements. They must:
   - Pursue school district values and comply with state mandates
   - Accomplish their mission within fiscal restraints

Bias 2. Nobody is in control.

Neither society, nor school districts, nor state departments of education seem to be in control. How can we proceed in this climate? We can consider value-driven commitments and decision-making by consensus, as opposed to voting. In a vote, the minority is disenfranchised and does not own the decision.

Bias 3. School improvement must be compatible with the culture.

School improvement will only occur if it is consistent with the school district's culture. This culture is a combination of the following guiding beliefs and daily practices, illustrated by examples from Appleton, Wisconsin.

A. We develop core values.

We began building our district culture with belief statements about the values for which we stood. These beliefs became Core Leadership Values:

- Quality Instruction...should be our primary mission.
- Empowerment/decision-making...should be equitably distributed.
- Risk Taking...should be supported.
- Diversity...should be valued and evident.
- Recognition/reward...should accompany accomplishments.
- Community...should be developed and nurtured.

B. We "walk our talk."

We created guidelines for decision making and communicated these expectations to every audience in our school district, asking to be held accountable for congruence between our practices and beliefs.

Examples:

- The school committee was sent materials about the concept of win-win negotiations and consensus bargaining; engaging in positional bargaining seemed antithetical to advocating an open, trusting school district environment. The results were encouraging:
  - Labor-management became committed to consensus bargaining.
  - The contract was settled in thirty days.
  - No grievances were filed in the last two-and-a-half years, as opposed to 75-90 grievances in the previous five years.
- The superintendent identified raising the school district's organizational capacity as one of his primary missions. The district:
  - Established Professional Issues Resolutions Councils (PERCS) to address issues of common concern. PERCS are composed of a Board member, the superintendent, and union officials.
  - Applied principles of consensus bargaining and the PERC process to aides, secretaries, and custodians, settling their contract in under thirty days.

- Invited the teachers' union president to serve on the superintendent's management team with an equal voice.

- Obtained a federal grant to train every district employee in conflict resolution and team-building skills, which may prove our most significant step in the next decade.

C. We model risk taking.

Risk-taking should be supported as a means of achieving organizational improvement. If superintendents are going to create a trusting environment in which people can take risks without fear of retribution, they have to model this behavior. The role of the "central office of modeling" is to help set common direction with staff and build a sense of community.

PROMOTING ORGANIZATIONAL CHANGE WITHIN THE UNIQUE SETTING OF SCHOOLS: STRATEGIES FOR SUCCESS

Chris Newell, Director
Organizational Development and Training
Lotus Development Corporation, Cambridge, MA

THEMES

- The superintendent's leadership role in promoting school-based management can be understood through a model of change that takes into account the three "C's:" individual member's **commitment** to change; the organization's **capacity** to sustain change; and the **culture** which can inhibit or facilitate change.

- The role of superintendents is to **sponsor change.** Effective sponsors need to have an understanding of and empathy for the other role players.

HIGHLIGHTS

1. The Superintendent as Sponsor of Change

Sponsors of change need to develop a vision of the outcomes they expect the change to produce. They need the ability to inspire others to share this vision and to provide support for both change and its consequences.

Sponsors also identify change agents. In this role, they need to assess accurately the **capacity** of potential change agents and the information, skills, and resources they will need.

Finally, as change sponsors, superintendents need to be able to diagnose where constituents stand in regard to their **commitment** to change, their **capacity** to change, and the stated and unstated values of the school **culture.**

Superintendents should not allow the whole weight of sponsoring change to fall on themselves alone. Effective sponsors develop community support and resources for change.

2. Understanding the Change Agent

The change agent's role is to facilitate the change process, to neutralize detractors, and to advocate for change. To accomplish this role, change agents need strong facilitation and interaction skills, as well as skills for gaining support. They also need the ability to diagnose others' needs for skills and find ways to meet these needs.

A key challenge for the change agent is identifying and confronting potential pockets of resistance. Change agents need to be able to tolerate and neutralize this resistance. In order to identify possible detractors, it can be useful to evaluate people on a "leader-detractor scale" which includes the following five orientations to change:

- The **leader** assumes responsibility for and commitment to the team.

- The **contributor** adds value to the team and also initiates ideas.

- The **participant** is a full and constructive team member.
- The **observer** is characterized by self-interest and demonstrates low commitment.
- The **detractor** tries to undermine the change process.

Observers and detractors feel that change is being foisted on them. They do not feel that they or their concerns are valued.

When change agents identify resistance, they then need to focus on the "target group." The target group is likely to have vested interests, irrational fears, and ideological and value differences with the direction of the change. The change agent needs to understand these groups' interests and construct open forums in which their members can talk about their fears.

3. Implications for Superintendents

The change agent should have no allegiance to a group. It is most effective, therefore, if the change agent is a neutral outsider. It is difficult and unwise for superintendents to combine the roles of sponsor and change agent.

V. DEVELOPING LEADERSHIP IN OTHERS

SHARED DECISION MAKING IN THE LARGER CONTEXT OF SCHOOL IMPROVEMENT

Jon Saphier, President
Research for Better Teaching, Carlisle, MA

THEMES

- Collaborative decision making is a powerful force for school improvement and for strengthening the school culture.
- Collaborative decision making is facilitated by the establishment of core values that are "owned" by the decision maker.
- The superintendent's role is to promote collaborative decision making through providing leadership that models legitimate processes and inclusivity.

HIGHLIGHTS

I. Cultures that Promote Collaborative Decision Making

An effective school is one that is constantly improving - producing better learning for students and utilizing staff development to its maximum effectiveness. Research strongly supports the argument that school improvement requires a climate of collaboration, communication, experimentation, and collegiality. These qualities define a strong school culture and the quality of life in the workplace for adults: how they treat one another and interact. Effective schools have a strong culture in which each individual member:

- is personally growing at a maximum rate
- is energized and functions synergistically
- is connected to other organizational members and their work
- is aimed in a common direction
- engages in continuing experimentation
- functions as a member of a team
- shares the organizational vision

The norms of a strong school culture are similar to the conditions most conducive to energizing the organizational development of any adult workplace, as well as to those factors that define a **learning organization**:

- a legitimate voice in decisions that affect one's work life
- appreciation, recognition, respect and tangible support

- o honest, open communication
- o collegiality
- o protection of priorities
- o tradition
- o a knowledge base
- o high expectations
- o caring, celebration, and humor

A school system that is a **learning organization** consists of staff members and constituents who are empowered to grow, learn, and have an impact on the policies and practices of the organization of which they are a part. This requires that decision making is shared widely, which is to say collaborative. Collaborative decision-making is **group** decision making.

II. The Context for Collaborative Decision Making

Any decision making group that is working toward school improvement must understand how to make effective decisions within the group.

This effective decision making should include the following elements:

- o **Level I. The study of "legitimate" decision making.** A decision making process is legitimate when participants who disagree with the outcome of a decision can agree on the validity of how the decision was reached. Any team or group involved in making decisions benefits from studying legitimate decision making.

- o **Level II. The creation of inclusive, institutionalized structures that include all major constituencies within a school community.** Representative and broadly-based, building-based management teams provide an inclusive, permanent structure that contributes to good decisions.

- o **Level III. The establishment of structures that compel teachers' interdependence.** Joint projects in which teachers need one another to reach their goals help to build skills for effective decision making teams.

- o **Level IV. The development of a sense of community.** Decision making teams can create processes that encourage individual teachers to take initiative for the good of the school and nurture the value of acting for the larger community.

- o **Level V. The establishment of core values for the entire school community.** Collaborative decision making is most effective when it is guided by a set of priority outcomes, or core values, for students and the school.

These levels of support are interrelated and mutually reinforcing. Members of a decision making team develop a sense of "ownership" of core values when they have a role in developing them. These core values then provide a focus within which shared decision making can be exercised responsibly and the authority to make decisions can be decentralized.

III. The Superintendent's Leadership: Strategies that Support Collaborative Decision Making

The superintendent's role in promoting collaborative decision making in school districts is to establish a culture of legitimate decision making; create inclusive structures that support collaborative decision making, such as building-based management councils; and "grow" and nurture other leaders.

The following strategies can support the superintendent's leadership.

A. Legitimate Decision Making

Superintendents can create the culture and the structures of collaborative decision making by creating and "modelling" the process of legitimate and inclusive decision making.

The following 12 guidelines promote legitimacy and inclusivity and suggest ways that superintendents can be a resource to decision makers.

Preparing to Decide (The Process)

1. Help people identify and say explicitly what is the "real" issue, indicating who "owns" it and the **underlying** goals.

2. Explain how much **discretion** there is to act or not. Consider whether the individuals or the group must deal with this issue. State how strongly you personally feel about it.

3. Every issue lands in someone's lap. Help the individuals or group identify the preliminary and the final **decision makers** for specific issues, using the following suggested options:

   - o individuals or groups above you in the organization
   - o you as administrator unilaterally
   - o you as administrator with input from staff
   - o you as administrator and staff by consensus
   - o staff with input from administrators
   - o staff by consensus
   - o staff by vote
   - o subgroup of staff with input from others
   - o subgroup of staff unilaterally
   - o individual staff members unilaterally

4. Communicate clearly at the beginning the **"realities"** of the process. Indicate who is making the decision. Identify the internal and external constraints that will be operating (budget, staffing,...).

5. Be explicit about the **values** you want to maintain and why they are not negotiable, if this is the case. For example, "Whatever proposals come forward, I want to ensure there is equity for **all** students."

Deciding What To Do (The Substance)

6. Identify and periodically review with the team the full **impact or consequences** of the decision. Communicate these outcomes to all parties involved.

7. **Involve all parties** whose professional life will be affected by the decision.

8. Make clear the **time line** for deciding and implementing a decision.

9. **Decide**...Make an explicit statement of the decisions or recommendations, summarizing all key points.

10. Provide for exactly how and when the decision making group will **revisit the decision** to evaluate or revise if necessary.

Implementing

11. **Close the loop**...Communicate the reasons for the decision fully and clearly to all affected parties after the decision is made, including how people's advice was used.

12. Develop a plan for how to monitor and support the day-to-day **implementation** of the decision and communicate these plans to everyone involved.

B. Coaching for Collaborative Decision-Making

It may be difficult for principals and school teams to create inclusive structures that support collaborative decision making. They may welcome help in establishing building-based, decision making teams and in developing the norms of collegiality and experimentation. Superintendents can help by serving as coaches or designating central office coaches.

Coaches can explore with the building-based management team how it defines collaborative decision making. Groups may need to clarify their degree of empowerment by discussing the types of decisions that should be made by consensus and the decisions that administrators need to reserve for themselves.

Some Coaching Strategies for Superintendents

- **Use the Administrative Agenda of Meetings.** Superintendents can use their administrative councils to model what they expect of school-based teams. They also can include on their meeting agenda topics as diverse as guidelines and skills for legitimate decision making, vignettes and case studies that involve decision making, and the concept of cluster balloting in the election of teachers to building-based management teams.

- **Promote Group Brainstorming.** Superintendents' support groups, school councils, and principals can create lists of techniques and projects that promote the essence of a learning organization, such as interdependence and individual initiative. These links can generate directions that teams may want to pursue.

- **Provide Specific Support.** To monitor how well consensus is operating, it will be useful for coaches to attend team meetings, provide the principal with feedback, and review meeting minutes that report decisions. They can help in designing additional methods for evaluating the team's progress as a collaborative entity. The skills of the coach can also help to strengthen group process skills for active listening, goal-setting, action planning, running meetings, team-building, and win-win negotiations. Coaches can also work with principals on raising priority issues about school culture.

IV. Why Collaborative Decision Making and Core Values

To what degree is collaborative decision-making essential to the broader goal of school improvement? Collaborative decision making is a **necessary**, but **not** a **sufficient**, condition for school improvement. It is not a **sufficient** condition because there are many school improvement activities that do not involve inclusive and collaborative decision making structures. Moreover, collaborative decision making **by itself** does not necessarily lead to "good" decisions or to ensuring that each member of the organization is moving toward a common goal. A shared identification with **core values** can help to ensure that all members are moving toward a common goal as they engage in decision making.

Core values serve as a lightning rod that directs the energy for school improvement. These core values should be created collaboratively, through shared decision making that includes an ongoing and inclusive dialogue on the part of all members of the school district working as a "learning organization." Core values cannot fully permeate a school and unite its energies without having been developed through the involvement of the key school, parent, and community constituencies.

V. School Core Values and District Core Beliefs

School core values, or outcomes, and **district** core values, or beliefs, can co-exist. The school generates core **outcome statements for children**. Core outcomes address what the school community wants its students to know or be able to do when they graduate: "When children leave the K-6 building, they will know how to function effectively in a group," or "will view themselves as lifelong learners," or "will know how to ask and answer their own questions." When faculty and the parent body in a school community unite around a **few** core outcomes they want for children, unparalleled progress can be made in children's learning.

Districts create core **beliefs about how adults will conduct their practice**. Core beliefs address **the staff role** in nurturing these outcomes. Core beliefs are characterized by statements such as, "We believe in the capacity of all children to learn."

Core values unify a district's and a school's projects and constitute the final leap into progress for children.

VI. Conclusion

Educators who initiate school improvement programs based on collaborative decision making will benefit from knowledge of the components of shared decision making. This knowledge will help them be more effective in helping others establish inclusive structures and reach their goals for school improvement. Essential to this process is the development of collaboratively developed core values that unify decision making within schools and within districts.

VI. APPLICATIONS OF SUPERINTENDENTS' LEADERSHIP

NEW MODELS AND NEW APPROACHES TO NEGOTIATIONS: POSSIBILITIES AND CONSTRAINTS

Susan Moore Johnson, Associate Professor
Administration, Planning and Social Policy
Harvard Graduate School of Education

THEMES

- The role of collective bargaining in the context of school decentralization and restructuring
- The role that teachers' associations and unions can play in negotiations for school reform

HIGHLIGHTS

Proponents and practitioners of decentralization are often concerned about the constraints posed by collective bargaining. Their concern centers on three issues:

- Contracts that are too restrictive
- Unions that are obstructionist and opposed to all change
- Collective bargaining processes that are too confining

An effective way to address these issues is to "map backwards:" identify goals and ask what steps are needed to reach them.

Components of a Decentralized System

The following three conditions are envisioned in most goals for school-based management:

- Shared responsibility across the system with all personnel
- School-site gathering and availability of accountability data
- School-site flexibility in planning, budgeting, and personnel decision making

These components require variation and flexibility. However, many conventional contracts contain language and provisions that limit flexibility.

Examples:

- **Class size minimums and maximums.** Such language prevents variations in responding to students' needs, teachers' abilities, and school-site flexibility in the use of personnel and the grouping of students for the delivery of programs and services.

- **Relief from nonteaching duties.** This provision can prevent the fluidity of roles that facilitates educational restructuring.

- **Layoffs and transfers.** When dependent on seniority, these provisions jeopardize school sites' ability to maintain specialized programs that meet the particular needs of their student body. Seniority lay-offs and "bumping" make it difficult for a school to retain faculty who have developed a special expertise in these programs.

Assessing the Contract with Respect to How Much Flexibility it Provides

Experience is showing that thinking about decentralizing within the constraints of conventional contracts, their assumptions, and labor relationships leads to a dead end. The conventional contract seeks to apply equal standards to equal situations. Its approach is consistent with the industrial model of schooling, in which schools were organized for productivity and efficiency. The conventional approach also promotes ease and clarity; enables trade-offs and concessions; and establishes formal evenhandedness and equity. However, demands for higher order thinking skills among students, more professional autonomy for teachers, and a recognition of the varied needs of a new school population have led many educational leaders to call the conventional model into question. These developments have spawned alternative ideas about contract language and relationships.

In assessing a contract with regard to its compatibility with decentralization and school-based management, the major questions are:

- Is there some language that allows flexibility and variation at the school site, such as a class size average targets as opposed to class size maximum ceilings?

- Is the contract geared to protect the individual or the program? A decentralized district would put its priority on protecting the program.

- Over the course of the contract, are there provisions that permit change or adaptation of a practice? Change often occurs in unanticipated ways. A process for dealing with such change needs to be built into the bargaining process and contract.

Language that Accommodates and Enables Negotiation

Enabling language has been negotiated and placed in the contract in some of the most difficult situations (New York City, Boston) through sections that specifically address school-based management. It is not necessary to revise the entire contract. For schools participating in school-based management, special language can be inserted for adaptation over the course of the contract. These schools are not totally "rule bound." From the start, an understanding exists that the contract cannot cover all issues that will be faced by site management schools.

The Labor Relationship

The nature of the labor-management relationship may be more important than the language that is negotiated. Districts are using different bargaining **processes** in bargaining for decentralized school-based management, innovation, and professionalization.

Conventional Bargaining

Conventional bargaining has the following characteristics:

1. In conventional bargaining, there is an assumption that there are **two sides to the issue and to the table**: it is the definition of labor and management that separates these sides. Within the legal rules of collective bargaining, the process will always retain an adversarial cast. It is possible, however, to modify the process significantly.

2. Conventional bargaining is noted for being **positional**. Both sides enter with excessive demands. Over time each side whittles away at the other's demands, makes concessions in its position, and typically, they reach some middle point.

3. The process is **secretive and closed**. Neither side ever tells the other what it really wants.

Conventional bargaining is of little use in attaining school-based programs and professional roles for teachers.

Principled Bargaining

Principled bargaining has a different set of assumptions from conventional bargaining:

1. The first assumption is that the bargaining is **nonadversarial**. The focus is on the problem rather than on the "enemy."

2. The process is based on **identifying interests** as opposed to staking out positions.

3. **Openness** marks the process. Formal rules and roles are dropped. Alternative ways of thinking about problems are generated. Each side explains rather than hides what it considers essential and what it cannot accept.

Districts that have used principled bargaining report that three key factors contributed to its successful implementation:

1. It was essential to have a skilled third party provide technical assistance during the development of the new process.

2. Based on their examination of other contracts, both sides reviewed suggestions of how points might be incorporated into the contract.

3. Prior to the innovative bargaining process, a long-term personal relationship usually existed between a person from each team. This relationship proved central, establishing trust and confidence and keeping the process moving.

Advantages and Disadvantages of Decentralizing through the Collective Bargaining Agreement

Which innovations should be incorporated into the contract? How do we deal with unwilling teachers? How do we proceed if major fiscal problems arise necessitating severe budget cuts?

Advantages

- o The collective bargaining process is legitimate and viewed as an acceptable way to do business. Teachers are legally acknowledged, recognized, and empowered with a formal role in making policy.
- o Change is embedded throughout the system when it is bargained collectively.
- o Funding issues are formally addressed at the start. Otherwise, innovations may be introduced without regard to costs and later must be discarded.

Disadvantages

- o Union leaders (or superintendents) may be weak, uninterested or uncompromising. Strong parties are needed to do the process work, to implement as well as initiate, and to lead participants into new roles.
- o Third parties (especially principals and parents) are excluded.
- o The process depends upon union ratification.
- o The process may be excessively rule bound and subject to arbitration.

THE UNION AS A PARTNER IN RESTRUCTURING: LESSONS FROM EXPERIENCE

Peter McWalters, Superintendent
Rochester (NY) City School District

THEME

Involving the union in restructuring

HIGHLIGHTS

The Context

The system of sixty schools I represent is broken. But it didn't just break, it was always broken for some children.

The system we have inherited was effective for an earlier era of industrial development which required 20 percent of our youth to be prepared for managerial and technical service, while 80 percent only needed to be prepared for semi-skilled labor.

Now, the economy needs another sort of outcome from the schools. It needs all those youth we never bothered to educate. But society hasn't given us the time to reorganize the system to produce this outcome. As an educator, I am hesitant to serve only the narrow economic needs of any country. However, in the short run, the interests of the economy and the interest of society do coincide: both need students who can think, solve problems, work in groups, and learn for themselves. To obtain an improved response, from the students we never served, we need to change the fundamental structure of the institution of schooling. The only way we are going to succeed is by working with the teachers and their unions.

Strategic Decisions that Guided Restructuring in Rochester

Our goal was to create effective "units of production" teams of highly motivated, capable and skilled professionals at the individual schools and place in their hands significant authority to make decisions that respond to children's needs.

To provide these "units of production" with a firm foundation, we decided to collaborate with the union and to build restructured relationships into the contract. We were able to do because there was a history of collaboration between the union and the administration in Rochester. This relationship made it possible to establish, within our collective bargaining, a series of agreements and "promises to agree." Our agreement with the union concerned the most essential issue for both of us: improving student performance.

The Superintendent's Role

The superintendent's role is to:

- Authorize capable people, driven by professional commitment, to experiment and innovate without having to deal with organizational barriers.

- Encourage capable professionals to do the work and make whatever decisions they need to make in order to provide children with the knowledge and skills they need for the 21st century.

- Organize a system through the collectively negotiated contract to support this work and this decision making role for professionals.

- Provide support for a professional development program that is driven by the building teams' needs.

Impediments to reform

- The amount of time needed to prepare for the transfer of authority and help people feel confident enough to take on new responsibilities.

- The attitude in both the nation and the profession which reflects a fundamental disbelief that all children can learn.

- Our national value system is not dedicated to the purpose of educating all children. Family and social policy have been abandoned at the federal level for eight years.

Conclusion

I am discovering that the enterprise of educational reform is a one-classroom, one-school- at a-time effort. The superintendent's role is to create a system and an environment that supports improvement at individual schools and does not allow unresponsiveness to continue.

Cities are where poor people of color reside and cities are also where the educational system is most demonstratively failing. Performance is associated with Special Education Services. The objective is to break this predictability.

I am discouraged about the lack of a national will and distrustful of the rhetoric about a changing workforce. But I feel satisfied with where I am and nothing in my world now engenders regret about the road I have taken.

CURRICULUM FOR THE 21ST CENTURY: TRENDS, NEEDS, SOLUTIONS

Willard Daggett, Director
Division of Occupational Education Instruction
New York State Department of Education

THEMES

- The school curriculum needs to be restructured for today's and tomorrow's citizenship and for the highly technological workplace.
- We are teaching the **wrong** reading, writing, math, and science for the world in which our students will be living and working.

HIGHLIGHTS

The Problem

In spite of the progress we have made in our schools, our graduates are further away from the skills they will need in their adult lives as good citizens, effective family members, skilled workers, and lifelong learners. For example, **more years** in school too often correlate with an **inability** to read technically oriented material like a VCR manual. The reasons are two-fold:

1. We are teaching the wrong reading, writing, math, and science.
2. Societal change is outpacing our efforts at reform.

Trends

In 1950, 60% of our workforce worked at jobs that required unskilled labor. Today, the figure is 35%, heading toward 15%.

In Production/Manufacturing: Between 1950 and 1991, the roboticized assembly line reduced the percentage of workers in production and manufacturing from 73% to 17%.

In the Service Sector: In our service sector, the percentage of cashiers dropped 40% in the last five years and will drop 40% more in the next five years. The equivalent work today is setting up, running, and maintaining automatic teller machines. Grill and counter personnel are disappearing from the fast food industry. The industry already has high speed cookers but there are no American workers who can set up, run, maintain, and repair them.

In the Information Sector: In 1991, our information sector employes 75% of all its workers in skilled positions and 25% as unskilled labor. By the year 2000, the industry will be hiring skilled employees for 90% of its jobs and only 10% of its positions will require unskilled workers.

Needs

We have been trying to recreate the schools of our youth. Our schools still list **courses**, in which students enroll. This listing of **courses** needs to be replaced by lists of needed **skills**.

Technology-related skills: The skills needed for the future are those related to technology. They include keyboarding, data manipulation, problem solving/decision making, technology systems, resource management, the economics of work, human relations, applied math and science, and career planning.

The New Basics: Back-to-basics will need to become forward-to-basics.

Language Arts: Language arts can be seen as having three functions: reading, writing, and speaking and listening. Each of these functions has three applications or levels. In the reading component, for instance, students can learn to read for (a) personal response; (b) information; and/or (c) knowledge and critical analysis. In each application, there are six levels of mastery:

1) awareness
2) comprehension and understanding
3) application
4) analysis
5) synthesis
6) evaluation

Language: 75% of workers never use reading for personal response on the job. They use reading for information at levels 3 and 4, application and analysis. Yet, we continue to teach reading at level 2, comprehension and understanding, because we test at this level.

Mathematics: Likewise, 78% of workers do not use academic mathematics. Instead, they use logic -- at levels 4 and 5, analysis and synthesis -- and they use probability and measurement systems. Yet, our mathematical courses still center on algebra and geometry.

Science: Today, we find microprocessors and electronic circuits are under the hoods of our cars. Car repair, in today's world, is an exercise in applied physics. And yet, few of our students take any physics at all - theoretical or applied. That is because physics is the last course in the sequence of sciences as offered in our secondary schools. Having fulfilled their minimum requirements for science, many students elect not to take physics. The ordering of biology, chemistry, and physics in the sophomore, junior, and senior years, respectively, was decided on the basis of the alphabetical order of the subject name, not on students' needs or the inherent difficulty of mastering the subject matter.

Solutions: An Applied Academic Track

Preparation of our youth for the technological world they will inhabit in their adult roles requires the replacement of vocational education with an **applied academic track.**

In most industrialized countries, language arts now consists of technical reading and writing. Statistics, measurement, and probability - rather than algebra, geometry, and trigonometry - comprise mathematics. Physics is being taught in the middle schools. Most United States' schools, on the other hand, are using the same basic curriculum as in 1950.

New York State is attempting to meet the new needs. It has mandated technological education in place of industrial arts; abolished algebra and geometry; established a technical reading and writing option; and has identified computer information systems as a prerequisite for all business courses.

The RAND Corporation has identified the following steps that New York State found useful in effecting change:

a. awareness of the need for curriculum change on the part of educators
b. identification of desired outcomes, such as being prepared for the adult roles of citizen, consumer, worker, and lifelong learner
c. identification of the skills needed for those roles, such as reading for information
d. definition of negotiables and non-negotiables
e. implementation: organizing the curriculum and retraining staff

These steps can provide superintendents with a framework for implementing curriculum reform in their district.

LEADERSHIP FOR CURRICULUM CHANGE: DISTRICT LEVEL STRATGIC PLANS AND BUILDING LEVEL EMPOWERMENT

Lee Hay
Assistant Superintendent for Curriculum and Instruction
East Lyme, Connecticut

THEMES

- Strategic planning is a process that helps to control change.
- Strategic planning can be a leadership tool for curriculum change.

HIGHLIGHTS

Strategic Planning: A Tool for Change

Strategic planning is a process that envisions the future of an organization and develops procedures to achieve that future. In this way it helps to control change. Three recurring components of strategic planning are:

- Environmental scanning: knowing what's going on and what might occur
- Internal analysis: looking at the organization in the context of this environmental scan
- Designing strategies: setting up strategies either to encourage these environmental forces or prevent their occurrence

Schools that are familiar with and adopt the corporate world's methods of strategic planning have reported increased control in choosing and shaping their own future.

A Comparison of Strategic Planning and Long-Range Planning

Most organizations commonly engage in long-range planning. **Long-range planners** emphasize internal analysis, efficiency, and stability of the tried and tested. They envision the future by extrapolating from the present to project the future state of the organization.

Strategic planning emphasizes the external environment, innovation, and effectiveness. Strategic planners anticipate an ever-changing larger society in which organizations must constantly change. They seek to understand trends and situations five years hence and to base their decision making on them.

For these reasons, long-range planning focuses on doing things right, while strategic planning focuses on doing the right thing.

Strategic Planning for Educators

The following five phases of strategic planning indicate how this process can be applied in education.

1. Create a base for planning and change

The first task in effecting change is research and analysis. Every strategic model begins with a scanning process which renews and analyzes both the external environment and the internal organization. Social, economic, political, and demographic trends all need to be included in an environmental scan. Internal analysis looks at organizational strengths and weaknesses, such as achievement, dropouts, climate, and standards, and assesses them in relation to the future that is envisioned. This scanning should be followed by educating the "stakeholders" in the organization about the results of the environmental scan and securing their input in assessing the internal state of the organization.

2. Develop a mission statement

A strategic plan generates a mission statement and general objectives. In all strategic planning models, the key to success is the mission statement. This statement is not the same as the school philosophy, which can be quite broad and general. Instead, an effective mission statement highlights the organization's unique contribution to its environment.

In addition to serving as a leadership tool for controlling change, strategic planning also narrows the scope of the change. The more global and amorphous goals of the mission statement become more concrete as they are translated into objectives and used to establish priorities. This process provides a focal point for making subsequent decisions about priorities and resource allocations.

3. Develop an implementation plan

The next step is to translate the mission statement into objectives. (The terms goals and objectives may be interchanged in educational strategic planning.) Criteria for effective objectives include:

a.	Suitability:	Do they help to achieve the focus?
b.	Feasibility:	Are they going to happen?
c.	Acceptability:	Will your constituents accept the objectives?
d.	Flexibility:	Can they accommodate the unexpected or "future shock?"
e.	Challenging:	Will they inspire people?
f.	Measurability:	Can they be assessed in terms of time, cost, quantity, and quality in order to effect accountability?

4. Implement and monitor the plan

In the implementation and monitoring phase, the action plans, schedule, and resource requirements are observed in operation and monitored for fine-tuning and problem-solving.

5. Renew the plan

The final strategic planning phase centers on evaluation of the plan. The evaluation process includes:

- o A re-scanning of the environment: Have the predicted trends come true? Are there new or emerging trends that require new responses?

- o A re-analysis of the internal status of the organization: Have the changes resulting from implementation of the strategic plan brought results that are in line with the vision of the future that was in the original plan?

Strategic planning for curriculum change: Report on a five-year model plan to change the curriculum in one Connecticut high school.

Year One: Competencies for tomorrow

The first year was geared to reaching consensus on the basic competencies children will need for the year 2000. It began with an environmental scan and emerged with 40 competencies congruent with the district's vision of the future environment and the skills students will need to succeed in that environment.

Year Two: What are we doing right?

It is important to convey to the school community that strategic planning leads to reshaping, not to jettisoning, all current efforts. A comparison of the curriculum in place and the competencies needed for "tomorrow" helps to facilitate the comprehension that not "everything" had to change.

Year Three: What must be changed?

To deliver the 40 competencies, we identified four needs:

a. an emphasis on higher level thinking skills
b. a global focus
c. an emphasis on communication skills in all subjects
d. transfer of learning beyond the classroom

Year Four: Focusing the process of change

We identified a range of strategies for reshaping the curriculum to impact these needs. Subsequently, we narrowed the focus to professional development - educating the staff for global awareness - and the interdependence of subject areas.

Year Five: Planning the change process

Creating an action plan for the process of change involved plotting strategies and planning for "interference." Every corporate model of strategic planning anticipates cultural, economic, and political interference.

- o Cultural interference stems from a staff that is inexperienced with community expectations. It requires staff development and public relations.

- o Economic interference consists of budgetary and other financial constraints. It can be met by reordering priorities.

- o Political interference is shaped by state laws and regulations, school policies, and negotiated contracts.

Impact of the Planning Process on School Practices

Strategic planning began to impact the system even before it was in place. After the first year, if anyone wanted to add or delete a course, add a text, rewrite curriculum, or design staff development, every choice had to be justified in terms of one or more of the 40 basic competencies, the objectives derived from the mission statement, and a focus on critical thinking.

APPENDIX A

SBIP ADVISORY COMMITTEE MEMBERS

SBIP ADVISORY COMMITTEE

Jack Begley, Superintendent
East Brookfield/Spencer Public Schools

Denise Blumenthal, Director
Massachusetts Leadership Center
The Regional Laboratory

Irwin Blumer, Superintendent
Newton Public Schools

Susan Clayton
School Committee Member
Holyoke Public Schools

John Correiro, Superintendent
Fall River Public Schools

Dennis DiSalvo, Superintendent
Northborough-Southborough Public Schools

David Donavel
English Teacher
Masconomet Regional High School
Topsfield

Earl Forman, Manager
Chemical Specifications and
Environmental Analysis
Polaroid Corporation

Susan Freedman, Director
Office of Community Education
Massachusetts Department of Education

Jay Heubert, Assistant Professor
Harvard Graduate School of Education

Sue Ellen Hogan, Principal
C.G. McDonough City School, Lowell

Diana Lam, Superintendent
Chelsea Public Schools

Gerald Kohn, Superintendent
Triton Regional School District
Byfield

Sarah Michaels
Chair of the Education Department
Clark University

Peter Negroni, Superintendent
Springfield Public Schools

Harold Raynolds, Jr., Commissioner
Massachusetts Department of Education

Raymond Rosatone
Director of Personnel
Haverhill Public Schools

Claire Sheff, Superintendent
Hull Public Schools

Fred Tirrell, Superintendent
Needham Public Schools

Ross Zerchykov
Community Education Specialist
Office of Community Education
Massachusetts Department of Education

APPENDIX B

BRIEF BIOGRAPHIES OF SPEAKERS AND TRAINERS

WILLARD R. DAGGETT is Director of the Division of Occupational Education and Instruction in the New York State Department of Education. In this position, Bill has been the coordinator and supervisor for the Futuring Project and other activities that are contributing to a restructuring of education in New York state. The focus of this restructuring is to make education responsive to the realities of society and the needs of a globally competitive workplace today and in the decades ahead.

RICHARD F. ELMORE is Professor of Education at the Harvard Graduate School of Education and serves as a Senior Fellow at the Center for Policy Research in Education, a joint venture of Rutgers University, Stanford University, Michigan State University, and the University of Wisconsin-Madison. Dick also serves on the Committee on Child Development Research and Public Policy of the National Academy of Sciences. His writings have been widely published and he has consulted to the United States Department of Education, the City of Seattle, and the State of Washington on issues relating to leadership development among public sector managers. His recent scholarly work has focused on the political and policy context of school change efforts. His most recent publication is **Restructuring Schools: The Next Generation of Educational Reform.**

LEE HAY is the Assistant Superintendent for Curriculum and Instruction for the East Lyme (Connecticut) Public Schools. He has been a teacher of English and Department Chairperson at Manchester (CT) High School for over 20 years and in 1983 was named National Teacher of the Year. Lee has presented programs in over 40 states on the reshaping of American schools for the Age of Information and has served as a consultant on strategic planning for curriculum change with schools across the country. He has also served as an adjunct instructor at the University of Connecticut and Boston College.

PETER McWALTERS has been superintendent of the Rochester (NY) City School District since 1985, where he previously served as Magnet School Planning Specialist and Supervising Director of Planning and Budgeting. Peter is recognized nationally for his leadership efforts in school reform in Rochester where he has helped to forge a broad community alliance to advocate for and implement educational changes necessary to dramatically improve student performance. In addition to his duties as superintendent of schools, he has been active in many national and local organizations such as the American Association of School Administration, the Association of Supervision and Curriculum Development, Phi Delta Kappa, and the Urban League of Rochester. He began his career as a teacher of English for speakers of other languages in the U.S. Peace Corps, Republic of the Philippines.

SUSAN MOORE JOHNSON is Associate Professor of Administration, Planning and Social Policy at the Harvard Graduate School of Education, where she is also a member of the research staff of the National Center for Educational Leadership. Susan is a former high school teacher and administrator whose research interests center on educational policy and schools as organizations. She has studied teacher unionism, merit pay, school reform efforts, and teachers' working conditions. Currently she is studying the initiatives of new school superintendents and the relationship of local context to the leadership that these superintendents exercise. She is the author of various studies on school reform. She has written **Teacher Unions in Schools** (Temple University Press, 1984), which examines the impact of collective bargaining on day-to-day school operations, and **Teachers at Work** (Basic Books, 1990), which considers the school as a workplace from the perspectives of exemplary teachers.

GLADYS MUNIZ HANNON is a former superintendent of Community District 2, New York City Schools and is currently President of CARA, Inc. She has provided training and management consultation on program development, evaluation, and parent and community involvement to the New York and Virginia State Departments of Education and to the Boston, New York City, and Harrisburg (PA) school systems. Gladys is an Adjunct Professor of Education for Assessment and Supervision at the College of New Rochelle, New York.

CHRIS NEWELL is the Director of Organizational Development and Training at Lotus Development Corporation, where he is responsible for all executive management development and for all organizational development for Lotus worldwide. Chris' work is focused on helping groups to adapt to change and on developing programs which nurture the Lotus culture. Chris holds a Doctorate in Professional Psychology from the Massachusetts School of Professional Psychology. He worked for 10 years in the mental health field, working in community mental health centers and consulting to schools.

JERRY L. PATTERSON is currently superintendent of the Appleton Area School District in Wisconsin. As superintendent, he has led the Appleton School District in the implementation of school-based management philosophy and has designed a school-based budgeting process that allows flexible use of resources to meet local school priorities. A prolific writer, Jerry's latest work is **Productive School Systems for a Nonrational World,** published by the Association for Supervision and Curriculum Development.

JON SAPHIER is an experienced elementary and secondary level supervisor and classroom teacher, former staff developer for the Cambridge Public Schools, and instructor at Boston University. The author of **The Skillful Teacher,** Jon is currently president of Research for Better Teaching in Carlisle, Massachusetts, and a consultant on supervision, evaluation, and staff development.

PETER SENGE is a Director of the Systems Thinking and Organizational Learning Center of the Sloan School of Management at MIT and is a partner in Innovation Associates, Framingham, MA. The work of Peter Senge and his colleagues at MIT and Innovation Associates focuses on the thinking and interacting skills needed to lead and manage in a world of increasing interdependence and change. Peter's work translates the abstract ideas of systems theory, collaborative learning, and personal creativity into principles and practical tools for managers and leaders in both the public and the private sectors. He is the author of **The Fifth Discipline: The Art and Practice of the Learning Organization,** which address the challenges of building human organizations that are more consistent with human nature and more capable of adapting to dynamic changes in the immediate environment and in society in general.

THOMAS J. SERGIOVANNI is the Lillian Radford Distinguished Professor of Education at Trinity University in San Antonio, Texas, and an Associate with the Breckenridge Forum for the Enhancement of Teaching. In recent years, Tom has been breaking new ground in understanding of transformational leadership as the mobilization of values and ideas that bring out the best in people and in complex organizations. A member of the editorial board of more than half a dozen major professional journals, Tom has published extensively on the topic of school change and reform through structures and programs that encourage the development of "reflective practitioners" among school teachers and administrators. His latest work is **Schooling For Tomorrow: Directing Reforms to Issues that Count.**